



INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Thursday, December 10, 2020

101 West Ohio Street, Suite 300
Indianapolis, IN 46204-4206

www.che.in.gov



**INDIANA COMMISSION *for*
HIGHER EDUCATION**

**DECEMBER COMMISSION MEETING
AGENDA**

Thursday, December 10, 2020

VIRTUAL COMMISSION MEETING

[Join Microsoft Teams Meeting](#)

-or-

DIAL: +1 317-552-1674

ID: 766 067 356#

- I. Call to Order – 1:00 P.M. (Eastern)**
Roll Call of Members and Determination of Quorum
Chair’s Remarks
Commissioner’s Report
Committee Report Outs
Consideration of the Minutes of the November 12, 2020 Commission Meeting..... 1
- II. Business Items**
- A. Legislative Overview 7
 - B. Resolution to Adopt the Indiana Attainment Academy Action Plan 9
 - C. *Reaching Higher in a State of Change* Update 19
 - D. Career Relevance Survey Results 21
 - E. Indiana Postsecondary Certificates Report..... 25
 - F. Academic Degree Programs for Expedited Action..... 27
 - 1. Bachelor of Arts in Applied Theatre, Film, and Television to be offered by Indiana University at Indiana University Purdue University Indianapolis
 - 2. Bachelor of Arts/Bachelor of Science in Artificial Intelligence to be offered by Indiana University and Purdue University at Indiana University Purdue University Indianapolis

Meeting takes place on Eastern Time

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III. Information Items

- A. Academic Degree Programs Awaiting Action..... 31
- B. Academic Degree Program Actions Taken by Staff 33
- C. Media Coverage..... 39
- D. Upcoming Meetings of the Commission 49

IV. Old Business
New Business

V. Adjournment

The next meeting of the Commission is **February 11, 2021** and will be held virtually.

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, November 12, 2020

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. virtually via Microsoft Teams videoconferencing, with Beverley Pitts presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Mike Alley, Dennis Bland, Anne Bowen, Jon Costas, Trent Engbers, Jud Fisher, Chris LaMothe, Pepper Mulherin, Dan Peterson, Beverley Pitts, and John Popp

Members Absent: Al Hubbard and Chris Murphy

CHAIR'S REPORT

As you know, we had to change our original plans of being on University of Southern Indiana's campus in Evansville today. We certainly miss the opportunity to see the campus and interact with your great staff. Even though we cannot be on campus today, I would like to invite President Rochon to say a few words.

President Rochon offered his remarks.

Thank you President Rochon for joining us and for your welcoming comments.

Last month the Commission staff announced that the Student Advocates Conference, supported by Strada Education Network, will be held virtually this year on Monday, December 14th through Wednesday December 16th. Sessions will be hosted in the morning hours over the three days. Registration is open and more information will be made available on the Commission's website in the coming weeks. The staff are excited to coordinate this event *virtually* this year and look forward to sharing best practices around "innovation in higher education."

COMMISSIONER'S REPORT

Commissioner Lubbers began her report by stating, today's report will be a combination of both encouraging and concerning news. Let me begin with some data that are informing our work at both the Commission and with our educational partners. The recently released national Assessment of Education Progress (NAEP) Grade 12 results found that the achievement gap between high and low performing students has widened significantly in both math and reading in the United States – and these were results prior to COVID and we fully expect the gaps to widen further. The gap in reading performance between those who score at the 90th percentile and the 10th percentile is at its largest since NAEP began testing

12th graders in 1992. The most recent PISA (Programme for International Student Assessment) data show a similar increase in the gap between the top and bottom 10 percent of students in reading and math.

A related but concerning study from the Center for Research on Education Outcomes (CREDO), Stanford, released last month estimates learning loss in the 2019-2020 school year in reading and math. An average student in Indiana may have lost the equivalent of one year of learning during the pandemic. The 19-state study found the average student lost between 57 to 183 days of learning in reading and from 136 to 232 days of learning in math. The learning loss in Indiana was higher than the average.

While the Commission made small grants (\$135,000 to eleven schools) to some schools to address loss, the truth is that we are not prepared to deal with the losses that occurred from one grade to the other in K-12 or for the transition from high school to college. Again, these losses vary from one school to another and seem to have impacted low-income students the most. We are partnering with Education Strategy Group to address this issue. Indiana is one of three states chosen to benefit from Joyce Foundation funding, to build on our efforts and implement new strategies.

How about some better news? In the case of the Workforce Ready Grants (tuition free certificates in high need areas), as of November 1, 38, 623 Hoosiers have enrolled in these programs at Ivy Tech, Vincennes University or through other eligible training providers. Nearly 18,000 have completed a Next Level Jobs certificate with a median annual wage gain of \$6,400.

In our strategic plan, we identified the continuing need to recruit and retain more people to teaching. The Next Generation Educator Scholarship is helping. The three-year success rate – those who are still enrolled or graduated) is 93%. We have also seen an increasing demand for the William Crawford Minority Teacher Scholarship and the Earline Rogers Student Teaching Scholarship for Minorities.

I would like to conclude my report with news worth noting. Our own, Ken Sauer, was named the recipient of the 2020 Philip Sorotkin Award by the Midwestern Higher Education Compact (MHEC) on Monday. This is the most prestigious award given by MHEC and as a past chair and 13-year MHEC Commissioner, he certainly deserves it. I had a chance to honor Ken and will close by sharing the video.

CONSIDERATION OF THE MINUTES OF THE OCTOBER, 2020 COMMISSION MEETING

R-20-11.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the October, 2020 regular meeting. (Motion – Alley, second – Mulherin, unanimously approved)

II. BUSINESS ITEMS

A. 2020 Indiana Chamber Employer Workforce Survey

Employers are taking proactive steps to solve the State's persistent workforce challenges. To better understand the actions employers are taking and the existing needs in the employer community, the Indiana Chamber of Commerce and its Institute for Workforce Excellence® recently released the findings of its 13th annual Employer Workforce Survey.

The Institute for Workforce Excellence is dedicated to helping businesses attract, develop and retain skilled employees by bringing together tools and resources to assist in building a strong talent pipeline that meets employer needs.

Skillful Indiana was the lead sponsor of the survey, with support from Amatrol and WGU Indiana. There were 937 responses (during a two-week period in mid-September) across a broad range of industries. The Commission will be joined by the Chamber's Jason Bearce, vice president for education and workforce policy to discuss the 2020 survey results.

B. 2020-2023 Postsecondary Budget Recommendations

R-20-11.2 RESOLVED: That the Commission for Higher Education hereby approves the Budget recommendation, in accordance with the background information provided in this agenda item. (Motion – LaMothe, second – Fisher, unanimously approved)

C. Ivy Tech Community College Guaranteed Admission Agreements with Public Universities

Beginning June 1, 2020, Ivy Tech Community College associate degree graduates who meet select criteria will be guaranteed admission into a related baccalaureate program at participating four-year institutions. At present, Guaranteed Admission Agreements (GAAs) have been worked out between Ivy Tech and almost all public universities. The College also has a GAA with Western Governors University Indiana.

The majority of the GAAs are based on Ivy Tech Associate of Science (A.S.) degrees that are part of the Transfer Single Articulation Pathways (TSAPs). Students who complete an associate degree in one of the 19 TSAPs offered at Ivy Tech, and who meet the stated eligibility requirements (e.g. a specified GPA), are guaranteed admission into the bachelor's degree associated with the TSAP, as well as, in some cases, additional, related bachelor's degree programs.

The Ivy Tech GAA program, which the College undertook on its own initiative and which exceeds statewide transfer mandates, enhances Indiana's already established and strong transfer culture. Currently, there are 20 different TSAP opportunities for students. Aligning the TSAPs and Statewide Transfer General Education Core with the

GAA's strengthens a student's ability to keep their credits, reduce costs and graduate on time.

D. Academic Degree Programs for Full Discussion

1. Doctor of Philosophy in Regenerative Medicine and Technologies to be offered by Indiana University at Indiana University Purdue University Indianapolis

Dr. Jay Hess presented this item. Dr. Sauer provided the staff recommendation.

R-20-11.3 RESOLVED: That the Commission for Higher Education hereby approves the following academic degree program, in accordance with the background information provided in this agenda item. (Motion – Fisher, second – Costas, unanimously approved)

E. Academic Degree Programs for Expedited Action

1. Master of Science in Graduate Studies to be offered by Purdue University West Lafayette
2. Bachelor of Science in Cybersecurity to be offered by Purdue University at Indiana University at Indiana University Purdue University Indianapolis
3. Bachelor of Arts in Sustainability Studies to be offered by Indiana University Northwest
4. Master of Science in Accounting with Data and Analytics to be offered by Indiana University Bloomington

R-20-11.4 RESOLVED: That the Commission for Higher Education hereby approves the following academic degree programs, in accordance with the background information provided in this agenda item. (Motion – Alley, second – Peterson, unanimously approved)

E. Capital Projects for Expedited Action

1. Purdue University-West Lafayette – Wildlife Animal Care Building

R-20-11.5 RESOLVED: That the Commission for Higher Education hereby approves the following academic degree programs, in accordance with the background information provided in this agenda item. (Motion – LaMothe, second – Costas, unanimously approved)

III. INFORMATION ITEMS

- A. Academic Degree Programs Awaiting Action
- B. Academic Degree Actions Taken By Staff
- C. Media Coverage

**IV. OLD BUSINESS
NEW BUSINESS**

There was none.

V. ADJOURNMENT

The meeting was adjourned at 3:07 P.M.

Beverley Pitts, Chair

Jud Fisher, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, December 10, 2020

BUSINESS ITEM A:

Legislative Overview

Background

The legislation and program implementation team presents the 2021 Indiana Commission for Higher Education’s legislative agenda. The attached presentation outlines the timeline and plans for the upcoming Legislative Session. The plan includes adjustments to code language for the Next Generation Hoosier Educator Scholarship, closing institutions and the Indiana graduation plan.

Session began with Organization day on November 17. The houses will convene again on January 4 and will wrap up on or before April 29, 2021.

Supporting Document

To be distributed.

COMMISSION FOR HIGHER EDUCATION

Thursday, December 10, 2020

BUSINESS ITEM B:

**Resolution to Adopt the Indiana Attainment Academy
Action Plan**

Staff Recommendation

That the Commission for Higher Education adopt the Indiana Attainment Academy Action Plan and commit to work jointly with other state agencies, institutional partners, employers and other stakeholders to implement the plan’s objectives.

Background

In August 2019, the State Higher Education Executive Officers Association (SHEEO) and Education Strategy Group (ESG) brought together seven state teams to participate in an academy focused on meaningful, industry-aligned postsecondary credential attainment.

Indiana’s current Indiana has a Big Goal of 60% of Hoosiers with a quality degree or credential beyond high school by 2025, with all equity gaps eliminated. Currently, Indiana ranks 35th in the nation with an attainment rate of 48.5%.

The Commission discussed the action plan at its June 2020 meeting and the Student Success and Completion Committee reviewed the final version of the action plan and discussed next steps at its October 2020 meeting.

Supporting Document

Resolution
Indiana Attainment Academy Action Plan

Resolution to Adopt the Indiana Attainment Academy Action Plan

December 10, 2020

WHEREAS, the Indiana Commission for Higher Education (Commission) has set a goal that 60 percent of Hoosiers complete education beyond high school by 2025; and

WHEREAS, Indiana currently ranks 35th in the nation in education attainment with 48.5 percent of Hoosiers having completed education beyond high school; and

WHEREAS, increasing education attainment in Indiana will provide Hoosiers greater job satisfaction and security, enhanced economic mobility, increased civic involvement and a higher quality of life; and

WHEREAS, increasing education attainment in Indiana will require significantly increasing the number of Hoosiers enrolling in and completing postsecondary programs as well as closing achievement gaps; and

WHEREAS, Indiana participated in a multi-state academy, convened by Education Strategy Group and State Higher Education Executive Officers, focused on meaningful, industry-aligned postsecondary credential attainment; and

WHEREAS, the Indiana Attainment Academy conducted cross-sector strategic planning to address education attainment and equity barriers, with representatives from secondary and postsecondary education, workforce development and the legislature; and

WHEREAS, the action plan outlines innovative steps to increase the number of postsecondary credentials awarded to high school and college students, increase FAFSA filing statewide, increase the number of working adults earning credentials and ensure equitable and quality offerings for online instruction; and

WHEREAS, the Indiana Attainment Academy emphasized the importance of educational equity and to avoid barriers that disadvantage students of color and students from low-income backgrounds; and

WHEREAS, increasing educational attainment in innovative ways is consistent with the goals reflected in *Reaching Higher in a State of Change*;

NOW THEREFORE BE IT RESOLVED, that

- I. The Indiana Commission for Higher Education adopts the Indiana Attainment Academy action plan and commits to work jointly with other state agencies, institutional partners, employers and other stakeholders to implement the plan's objectives; and
- II. The Commission recommends the Indiana Governor's Workforce Cabinet adopt the action plan and that the Indiana Department of Education be an engaged partner in implementing these strategies; and
- III. The Commission calls upon Indiana's public institutions to implement the items within the action plan focused on postsecondary education.

Indiana Attainment Academy Action Plan

Purpose and Objectives

The **State Higher Education Executive Officers Association (SHEEO)** and **Education Strategy Group (ESG)** brought together seven state teams to participate in an academy focused on meaningful, industry-aligned postsecondary credential attainment. SHEEO & ESG launched the 18-month project in August 2019. This action plan is a guide for Indiana's implementation efforts for the attainment academy.

Indiana's current Indiana has a **Big Goal of 60% of Hoosiers** with a quality degree or credential beyond high school by 2025, with all equity gaps eliminated. Currently, Indiana ranks 35th in the nation with an attainment rate of 48.5%.

Indiana Context & COVID-19

Indiana, like all other states, must now look at its postsecondary attainment agenda through the lens of a global pandemic. While the pandemic has certainly required state leaders to prioritize the health and safety of Hoosiers and frontline essential workers, it has also forced them to consider the role of the postsecondary system in facilitating the state's economic recovery.

Fortunately, many of the members of the Attainment Academy team are also serving on the Governor's Rapid Recovery task force. While the tragic loss of life and livelihood will not be overlooked or minimized by state leaders, the Indiana team also understands the imperative in these times to ensure what the state does in the wake of COVID-19 also contemplates longer-term goals for the state including its 2025 attainment goal and commitment to closing achievement gaps based on race and income.

It also affords the opportunity for collaboration among historically siloed state agencies to ensure strategies pursued advance all areas of well-being for Hoosiers and that advances in one area are not detrimental to efforts in others. In anticipation of unprecedented fiscal challenges, the convergence of Rapid Recovery, long-term strategy and statewide resource allocation to be tackled collaboratively under the Governor's leadership will help Indiana pull out of this pandemic stronger than ever.

Indiana Attainment Academy Team

Teresa Lubbers, Indiana Commissioner for Higher Education (team lead)

Dwight Ashley, Principal of Parke Heritage High School

Rep. Robert Behning, Chair of House Education Committee

Dr. Deborah Curtis, President of Indiana State University

Dr. Sue Ellspermann, President of Ivy Tech Community College

Dr. Katie Jenner, Secretary of Education

Fred Payne, Commissioner, Indiana Department of Workforce Development

Mary Jane Michalak, Ivy Tech Community College (implementation)

Liz Walker, Indiana Commission for Higher Education (facilitation)

High-Level Priorities

Priority	Baseline Metrics
1. Increase the number of postsecondary credentials (general education core and CTE) awarded to high school students	<ul style="list-style-type: none"> - Percentage of graduating seniors with STGEC or CTE certificate
2. Increase FAFSA filing statewide	<ul style="list-style-type: none"> - Percentage of high school seniors completing the FAFSA - Total number of FAFSAs filed - Enrollment
3. Increase the number of credentials awarded by public 2-year and 4-year institutions	<ul style="list-style-type: none"> - Degrees/certificates conferred - Average time to degree
4. Increase the number of adult workers pursuing and earning a postsecondary credential through targeted outreach	<ul style="list-style-type: none"> - Number of Hoosiers reached by campaign - Number of new enrollments age 25+ - Degrees conferred to those age 25+
5. Ensure equitable and quality offerings for online teaching and instruction	<ul style="list-style-type: none"> - Preparation of faculty - Technology availability in low income areas

Priority #1

Increase the number of postsecondary credentials (general education core and CTE) awarded to high school students

Target Population: Students in grades K-12

Strategies and Action Steps	Partners	Status	Notes
1. Expand career exploration using common language	GWC (CTE), CHE, DOE, SBOE, DWD	Not started	Work with stakeholders to build EEE framework (complete by March 2021)
1a. Grade schools students EXPLORE career options	<i>As above</i>		
1b. Middle school students ENGAGE with career opportunities	<i>As above</i>		
1c. High school students gain career EXPERIENCE and credentials	<i>As above</i>		
2. Implement performance funding to incentivize schools to increase students completing postsecondary credentials before graduating	General Assembly, DOE, CHE, GWC, SBOE	Note started	Consider in future budgets—Monetary challenge to implement in short-term
2a. Evaluate feasibility of updating “Academic and Technical Honors” definition for diplomas and A-F Accountability to include postsecondary credential attainment	SBOE, DOE		
2b. Develop a mechanism for the funding formula to award additional dollars for postsecondary completions	DOE, GWC, General Assembly, SBOE		
2c. Review and refine data collection processes to facilitate 2a and 2b	DOE, GWC, SBOE		
3. Expand pipeline of dual credit teachers	CHE, DOE, General Assembly	Not started	1-5 years to implement
3a. Increase opportunities allowing “tested experience”	CHE, DOE, GWC		
3b. Explore the “Instructor of Record” model for increasing dual credit offerings	CHE, DOE		
3c. Utilize CELL to share best practice models for scaling completions	CHE, DOE		
3d. Compile and promote best practices for virtual dual credit instruction	CHE, DOE, GWC		

Priority #2

Increase FAFSA filing statewide

Target Population: Students in grades K-12, adults and displaced workers

Strategies and Action Steps	Partners	Status	Notes
1. Increase FAFSA completion in high school	CHE GWC, DOE	Not started	
1a. Expand engagement to business to support parental FAFSA completion (e.g., banks, INvestEd)	CHE		
1b. Provide performance funding to incentivize schools to improve FAFSA completion rates	General Assembly Governor, GWC, CHE, DOE		Consider in future budgets—Monetary challenge to implement in short-term
1c. Work with K-12 stakeholders including high school principals to identify other tactics	DOE, GWC		
2. Make FAFSA easier for all Hoosiers	CHE, DOR, DWD	Not started	
2a. Work with Department of Revenue and Department of Workforce Development to establish target Hoosier families using income, age, unemployment parameters	CHE, DOR, DWD		
2b. Explore the creation of a pre-populated FAFSA for each target family	CHE, ITCC		
2c. Notify target families that a pre-populated FAFSA has been developed with instructions for retrieving/filing it	CHE, DWD, DOE		

Priority #3

Increase the number of postsecondary credentials awarded by 2-year and 4-year institutions

Target Population: Students in 2-year and 4-year institutions

Strategies and Action Steps	Lead	Status	Notes
1. Scale reverse transfer statewide	CHE, 2-and-4-years	In progress	
1a. Ensure reverse transfer policies and cross-institutional communication channels are in place at all public institutions and encourage greater participation at private institutions	CHE, 2-and-4-years, ITCC, ISU		
1b. Mine data to establish target student population	2-and-4-years, CHE		
1c. Launch a campaign to students advising them on their status toward associate degree attainment	CHE, 2-and-4-years		
2. Use predictive analytics to improve graduation rates	2-and-4-years, CHE	In progress	
2a. Ensure platform and data to be used for predictive analytics are in place at all public institutions	<i>As above</i>		
2b. Identify opportunities to offer targeted support through intrusive advising practices	<i>As above</i>		
2c. Utilize predictive analytics and student surveys to identify factors that are impacting college-going decisions and align strategies to address concerns.	<i>As above</i>		
2d. Conduct periodic statewide convenings and trainings to facilitate sharing of best practices and continuous improvement efforts	CHE, 2-and-4-years		
3. Expand opportunities for admission to 4-year institution with completion of a TSAP (transfer AS)	2-and-4-years, CHE	In progress	
3a. In partnership with public institutional leadership and faculty, develop and enact a guaranteed admissions policy or dual enrollment program at either the state or institutional level	2-and-4-years, CHE, ITCC		
3b. Actively promote the policy within high schools and 2-year institutions, including counselor and advisor training	CHE, 2-and-4-years, ITCC		
4. Reduce equity gaps in enrollment and completion	CHE, 2-and-4-years	In progress	
4a. Scale 21st Century Scholars expectations by encouraging the Scholar Success Program for all	CHE, 2-and-4-years		Encouraging, need to scale
4b. Provide customized wrap around services for at-risk students identified through predictive analytics	2-and-4-years, CHE		

Priority #4

Increase the number of adult workers pursuing and earning a postsecondary credential through targeted outreach

Target Population: Adult workers, particularly long-time unemployed and recently laid off

Strategies and Action Steps	Partners	Status	Notes
1. Explicitly define “credential of value”	GWC , CHE, DWD	In progress	EMSI project
1a. Develop a standard definition based on median wage and demand or similar economic factors using real time market data	GWC , CHE, DWD		
1b. Create an inventory of credentials of value offered within and outside of higher education institutions, including workforce-aligned certificates and certifications to augment an existing degree	CHE , DWD		
2. Identify accelerated, high-value credentials that facilitate the rapid recovery to the economy	DWD , CHE	In progress	
2a. Realign funding to support Hoosiers enrolling in high-value certificates and certifications	Governor , GWC , CHE, DWD		
2b. Assess economic gaps and facilitate the acquisition of new credentials to meet demand	GWC , ITCC		
3. Deploy a targeted marketing approach to promote opportunities to earn credentials of value	GWC , CHE, DWD	In progress	
3a. Through partnership with Vox Media, improve online and digital resources and deploy a chatbot to assist prospective students	CHE , DWD, GWC		
3b. Use unemployment and wage data to pull a list of long-time unemployed and recently laid off workers and direct them to the 2a resources	DWD , CHE, GWC		
4. Provide adults with tailored support throughout the enrollment and completion of high-value credentials	Providers , CHE, DWD	Not started	Spring 2021
4a. Identify and enact solutions to common enrollment barriers	Providers , CHE, DWD		
4b. Engage adults through career coaching, intrusive advising practices and program-specific support to ensure completion	GWC , CHE, DWD, providers		
4c. Partner with community leaders, foundations and faith based organizations to conduct outreach to vulnerable populations	RR Task Force , CHE, DWD, WRG providers		

Priority #5

Ensure equitable and quality offerings for online teaching and instruction

Target Population: Students in grades K-12 and postsecondary

Strategies and Action Steps	Lead	Status	Notes
1. Thoroughly investigate and address learning disparities due to technology access and unconducive home learning environments	DOE, GOV and LG offices, CHE, MPH, General Assembly	In progress	
1a. Identify disparities in devices, connectivity, remote learning environment, and abilities of teachers to do e-learning	DOE, GOV and LG offices, GWC, CHE		
1b. Convene leaders to discuss options for remedying inequities; establish an agenda and identify resources	DOE, GOV and LG offices, CHE, GWC		
2. Identify resources and provide professional development to K-12 and postsecondary instructors around best practices for online and virtual instruction	CHE/DOE, Postsecondary, Philanthropy	Not started	
2a. Conduct a scan of K-12 districts to understand varying approaches to and expectation for e-learning.	DOE, CHE, GWC, Postsecondary		
2b. Identify high-quality providers of professional development that meet the gaps identified by the scan.	DOE, CHE, GWC, Postsecondary		
2c. Scale course access library by engaging multiple providers	DOE, CHE, GWC, Postsecondary		
3. Scale online dual credit delivery (in coordination with strategy #1 section 3 above)	DOE, CHE, business, Postsecondary	Not started	
3a. Evaluate effectiveness and establish a plan for statewide scale of the ICAP model, including dual credit and courses that lead to certifications/credentials	DOE, CHE, business, Postsecondary		
3b. Modify ICAP if needed and scale statewide	CHE, DOE, business, Postsecondary		

COMMISSION FOR HIGHER EDUCATION

Thursday, December 10, 2020

BUSINESS ITEM C:

Reaching Higher in a State of Change Update

Background

As part of its enabling statute, the Indiana Commission for Higher Education is responsible for developing and implementing a long range plan for postsecondary education. In December 2020, the Commission adopted its fourth strategic plan, *Reaching Higher in a State of Change*, which builds on the state's commitment to establish one of the best and most student-focused higher education systems in the nation with clear goals and aligned metrics reflecting new realities in our changing higher education system.

Throughout, *Reaching Higher in a State of Change* acknowledges that higher learning provides value for individuals, employers and our state's economy. The Commission will continue to position itself as an active and vocal advocate for lifelong learning beyond high school, even as we call for transformative change to ensure the enduring quality, affordability and return on investment of our higher education system.

In advancing this plan, the Commission will work closely with higher education institutions to realize the 60 percent goal and track progress toward implementing the plan's objectives. As the first year of the plan concludes, the Commission will discuss 2020 implementation and the annual *Reaching Higher in a State of Change* report card currently being developed.

Supporting Document

To be distributed.

COMMISSION FOR HIGHER EDUCATION

Thursday, December 10, 2020

BUSINESS ITEM D:

Career Relevance Survey Results

Background

In February 2020, the Commission publicized its fourth strategic plan, *Reaching Higher in a State of Change*, which outlined three key metrics, one of which calls for tracking “progress toward 100 percent of postsecondary programs requiring an internship, work-based learning, research project or other student engagement experience that has career relevance.” Undertaking a survey of the extent to which programs currently incorporate career relevant student engagement experiences was viewed as a first step toward satisfying this metric.

To aid in the development and distribution of the survey and the collection of results, a Career Relevance Steering Group was formed. All public institutions were represented on the group, whose members included academic leaders, career development specialists, and government representatives. Many of those on the Steering Group are also members of the Statewide Transfer and Articulation Committee (STAC).

The results of the survey were shared with the Academic Affairs and Quality Committee on November 23, 2020. The presentation at this Commission meeting is intended to broaden discussion of the results and to elicit reactions to follow-up activities being considered for 2021.

Supporting Documents

Timeline for Steering Committee on Career Relevance
Career Relevance Definition
Additional documentation to be distributed

Timeline for Steering Committee on Career Relevance

July 16, 2020

June 22, 2020	First meeting of Steering Committee on Career Relevance
July 16, 2020	Second meeting of Steering Committee on Career Relevance
July 20, 2020	Academic Affairs and Quality Committee Meeting
August 17, 2020	Third meeting of Steering Committee on Career Relevance
August 24, 2020	Academic Affairs and Quality Committee Meeting
September 8, 2020	CHE will send each Institution's Academic Program Inventory (API) to determine which programs require a student engagement experience with career relevance
October 30, 2020	Deadline for returning the API
November 16, 2020	Fourth meeting of Steering Committee on Career Relevance
November 23, 2020	Academic Affairs and Quality Committee Meeting
December 10, 2020	CHE Commission Meeting

Action Step: “Require 100 percent of postsecondary programs to have an internship, work-based learning, research project or other student engagement experience that has career relevance.” From the “Talent” section under “Pathways and Transitions,” *Reaching Higher in a State of Change*, p. 24

Career Relevance Definition

(Developed through a partnership between the Commission and the Career Relevance Steering Group)

August 17, 2020

A student engagement experience with career relevance is one that:

1. Is rooted in an authentic real-world context and involves students in intentional reflection on that experience^a.
2. Places an emphasis on the development of multiple career readiness competencies^b defined by NACE, i.e.
 - a. Critical thinking/Problem Solving
 - b. Oral/Written Communication
 - c. Teamwork/Collaboration
 - d. Digital Technology
 - e. Leadership
 - f. Professionalism/Work Ethic
 - g. Career Management
 - h. Global/Intercultural Fluency
3. Occurs within traditional classroom environments, in beyond-the-classroom settings either on or off campus, or in virtual/online modalities.

^aThe requirements of authenticity and reflection are rooted in the Eight Principles of Good Practice for All Experiential Learning Activities from the National Society for Experiential Education (<https://www.nsee.org/8-principles>).

^bThe career readiness competencies are defined by the National Association of Colleges and Employers (<https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>).

COMMISSION FOR HIGHER EDUCATION

Thursday, December 10, 2020

BUSINESS ITEM E:

Indiana Postsecondary Certificates Report

Background

Over the past 10 years, Indiana has seen an over 500% increase in certificate production with more certificates being awarded than ever before. Indiana's Postsecondary Certificates Report investigates postsecondary certificates, which play an important role in helping Indiana make progress toward its attainment goal. About 5 percent of the state's educational attainment is attributed to postsecondary certificates.

Though the Commission routinely reports on certificate completions, this report goes deeper into student demographics, type of certificates, and other information. Special focus is given to Workforce Ready Grant-eligible certificates.

Certificate programs allow working-age Hoosiers to quickly gain new skills and earn a post-high school credential needed to succeed in the 21st century economy. Because certificate programs can be completed in a shorter timeframe than associate or bachelor's degree programs, high-demand certificates are a key tool for retraining workers during economic downturns. Almost half of certificate earners in Indiana are adults over the age of 25.

Supporting Documents

To be distributed.

COMMISSION FOR HIGHER EDUCATION

Thursday, December 10, 2020

BUSINESS ITEM F:

Academic Degree Programs for Expedited Action

Staff Recommendation

That the Commission for Higher Education approve the following degree programs, in accordance with the background information provided in this agenda item:

- Bachelor of Arts in Applied Theatre, Film, and Television to be offered by Indiana University at Indiana University Purdue University Indianapolis
- Bachelor Arts/Bachelor of Science in Artificial Intelligence to be offered by Indiana University and Purdue University at Indiana University Purdue University Indianapolis

Background

The Academic Affairs and Quality Committee discussed these programs at its November 23, 2020 meeting and concluded that the proposed programs could be placed on the December 10, 2020 agenda for action by the Commission as expedited action items.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action November 23, 2020

Academic Degree Programs on Which Staff Propose Expedited Action

November 23, 2020

CHE 20-20 Bachelor of Arts in Applied Theatre, Film, and Television to be offered by Indiana University at Indiana University Purdue University Indianapolis

Proposal received on August 19, 2020

CIP Code: 50.0501

Fifth Year Projected Enrollment: Headcount – 50, FTE – 45

Fifth Year Projected Degrees Conferred: 10

The proposed Bachelor of Arts (B.A.) in Applied Theatre, Film, and Television will be offered by Indiana University through the Departments of Communication Studies and English in the School of Liberal Arts at IUPUI. Three concentrations will be available to students. The University projects that about one-half of the students and graduates will be evenly split between the Film and Television Studies concentration and the Integrated Film and Television Studies/Production concentration, with the remaining, third concentration, Applied Theatre, accounting for the other half of students and graduates. Applied theatre encompasses a variety of forms (e.g. scripted, non-scripted, improvisational, indigenous forms of cultural performance) and contexts/settings (e.g. schools, therapeutic groups, criminal justice rehabilitation, elder recreation, historical reenactment, and community/youth outreach). IUPUI currently offers a Certificate in Theatre, which graduated three students in each of the last three years.

The Bachelor of Arts in Applied Theatre, Film, and Television (IU) requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. There is no TSAP (Transfer Single Articulation Pathway) that applies to the proposed program. However, students who complete the Associate of Arts in Liberal Arts at Ivy Tech Community College can transfer all 60 credits into any one of the three concentrations of the proposed degree at IUPUI. Additionally, students who complete the Associate of Science in Theatre Arts at Vincennes University can transfer all 60 credits into the Applied Theatre concentration. Students who complete the Associate of Science in Broadcasting can transfer all 60 credits into the Integrated Film and Television Studies/Production concentration. Finally, students who complete the Associate of General Studies can transfer all 60 credits into the Film and Television Studies, Applied Theatre, and Integrated Film and Television Studies/Production concentrations of the proposed degree at IUPUI.

CHE 20-23 Bachelor of Arts/Bachelor of Science in Artificial Intelligence to be offered by Indiana University and Purdue University at Indiana University Purdue University Indianapolis

Proposal received on October 5, 2020

CIP Code: 11.0102

Fifth Year Projected Enrollment: Headcount – 135, FTE – 125

Fifth Year Projected Degrees Conferred: 38

The proposed Bachelor of Arts (B.A.) in Artificial Intelligence would be offered through the Department of Human-Centered Computing in the Indiana University School of Informatics and Computing at IUPUI, while the proposed Bachelor of Science (B.S.) in Artificial Intelligence would be offered through two Purdue academic units: the School of Engineering and Technology and the School of Science at IUPUI. Although B.A. graduates will receive an IU degree and B.S. graduates a Purdue degree, this program has been designed from the beginning as a single program in Artificial Intelligence (AI) and will be marketed as such. All graduates will be required to complete five, foundational core courses: Introduction to AI, Introduction to Data science, AI-Human Interaction, Recent Trends in AI, and AI Ethics. The program will offer three concentrations: Human-Computer Interaction (37 credit hours) will be available to B.A. students, while the other two concentrations, Data and Computational Science (35 credits) and Intelligent Control and Systems (37 credits), will be available to B.S. students.

The Bachelor of Arts in Artificial Intelligence (IU) and the Bachelor of Science in Artificial Intelligence (PU) require 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. There is no Transfer Single Articulation Pathway (TSAP) that applies to the proposed programs. However, students who complete the Associate of Science in Software Development at Ivy Tech Community College can transfer all 60 credits into the B.A. in Artificial Intelligence (IU) at IUPUI. Students transferring from Vincennes University are encouraged to complete the Statewide Transfer General Education Core (STGEC) which consists of 30 semester hours prior to transferring into the B.A. in Artificial Intelligence (IU) degree program at IUPUI. Additionally, students from Ivy Tech Community College and Vincennes University are encouraged to complete the STGEC prior to transferring into the B.S. in Artificial Intelligence (PU) degree program at IUPUI. Beyond the STGEC, with careful advising there are multiple pathways for students to transfer into the B.A. and the B.S. degrees.

COMMISSION FOR HIGHER EDUCATION
Thursday, December 10, 2020

INFORMATION ITEM A: Academic Degree Programs Awaiting Action

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Received</u>	<u>Status</u>
01	Associate of Science in Professional Flight	Purdue University Global	07/12/2019	Under Review
02	Bachelor of Arts in Applied Theatre, Film, and Television (IU)	Indiana University Purdue University Indianapolis	08/19/2020	On CHE Agenda for Action
03	Bachelor of Science in Artificial Intelligence (PU)	Indiana University Purdue University Indianapolis	10/05/2020	On CHE Agenda for Action

COMMISSION FOR HIGHER EDUCATION
 Thursday, December 10, 2020

INFORMATION ITEM B: Academic Degree Program Actions Taken By Staff

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
01	Master of Science in Organizational Leadership	Purdue University Fort Wayne	11/23/2020	Changing the CIP Code
02	Bachelor of Science in Organizational Leadership	Purdue University Fort Wayne	11/23/2020	Changing the CIP Code
03	Associate of Science in Organizational Leadership & Supervision	Purdue University Fort Wayne	11/23/2020	Changing the CIP Code
04	Graduate Certificate in Organizational Leadership	Purdue University Fort Wayne	11/23/2020	Changing the CIP Code
05	Technical Certificate in Organizational Management and Supervision	Purdue University Fort Wayne	11/23/2020	Changing the CIP Code
06	Bachelor of Science in Data Science and Applied Statistics	Purdue University Fort Wayne	11/23/2020	Changing the CIP Code
07	Graduate Certificate in Teaching English as a New Language	Purdue University Fort Wayne	11/23/2020	Changing the CIP Code
08	Certificate in Teaching English as a New Language	Purdue University Fort Wayne	11/23/2020	Changing the CIP Code

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
09	Master of Science in Graduate Studies (Major in Corporate Training and Communication Leadership)	Purdue University West Lafayette	11/23/2020	Splitting a degree
10	Certificate in Professional Bookkeeping and Payroll	Ivy Tech Community College	11/23/2020	Changing the name
11	Associate of Applied Science in Neurodiagnostics Technology	Ivy Tech Community College	11/23/2020	Eliminating a program
12	Certificate in Magnetic Resonance Imaging	Ivy Tech Community College	11/23/2020	Changing the credit hours
13	Technical Certificate in Medical Assisting	Ivy Tech Community College	11/23/2020	Changing the credit hours
14	Associate of Science in Nursing	Ivy Tech Community College	11/23/2020	Changing the credit hours
15	Doctor of Nursing Practice	Purdue University Global	11/23/2020	Changing the credit hours
16	Certificate in Polysomnography	Ivy Tech Community College	11/23/2020	Eliminating a program
17	Associate of Applied Science/Associate of Science in Kinesiology and Exercise Science	Ivy Tech Community College	11/23/2020	Eliminating locations
18	Technical Certificate in Dental Assisting	Ivy Tech Community College	11/23/2020	Eliminating locations
19	Associate of Applied Science in Dental Assisting	Ivy Tech Community College	11/23/2020	Eliminating locations
20	Associate of Applied Science/Associate of Science in Dental Hygiene	Ivy Tech Community College	11/23/2020	Eliminating locations

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
21	Associate of Applied Science in Health Information Technology	Ivy Tech Community College	11/23/2020	Eliminating locations
22	Associate of Science in Physical Therapist Assistant	Ivy Tech Community College	11/23/2020	Eliminating locations
23	Associate of Science in Radiation Therapy	Ivy Tech Community College	11/23/2020	Eliminating locations
24	Associate of Science in Respiratory Therapy	Ivy Tech Community College	11/23/2020	Eliminating locations
25	Associate of Applied Science/Associate of Science in Surgical Technology	Ivy Tech Community College	11/23/2020	Eliminating locations
26	Associate of Applied Science in Diagnostic Medical Sonography	Ivy Tech Community College	11/23/2020	Eliminating locations
27	Associate of Applied Science in Medical Imaging	Ivy Tech Community College	11/23/2020	Eliminating locations
28	Certificate in Magnetic Resonance Imaging	Ivy Tech Community College	11/23/2020	Eliminating locations
29	Associate of Applied Science in Medical Laboratory Technology	Ivy Tech Community College	11/23/2020	Eliminating locations
30	Certificate in Therapeutic Massage	Ivy Tech Community College	11/23/2020	Eliminating locations
31	Associate of Applied Science in Diagnostic Medical Sonography	Ivy Tech Community College-Muncie	11/23/2020	Adding locations
32	Technical Certificate in Supply Chain Management	Ivy Tech Community College-Lake County	11/23/2020	Adding locations
33	Technical Certificate in Entrepreneurship	Ivy Tech Community College-Sellersburg & Lafayette	11/23/2020	Adding locations

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
34	Certificate in Digital Humanities	Purdue University West Lafayette	11/23/2020	Adding a certificate
35	Master of Business Administration	Indiana State University	11/23/2020	Adding distance education
36	Certificate in Insurance	Ivy Tech Community College	11/23/2020	Adding locations
37	Master of Health Administration	University of Southern Indiana	11/23/2020	Changing the credit hours
38	Bachelor of Arts/Bachelor of Science in Business Administration	University of Southern Indiana	11/23/2020	Adding distance education
39	Certificate in Data Analytics for Business	University of Southern Indiana	11/23/2020	Adding distance education
40	Pre-Medical Sciences Certificate	University of Southern Indiana	11/23/2020	Adding a certificate
41	Master of Science in Data Science in Finance	Purdue University West Lafayette	11/23/2020	Splitting a degree
42	Bachelor of Arts in Global Studies	Purdue University West Lafayette	11/23/2020	Changing the name
43	Bachelor of Science in Apparel Design and Technology	Purdue University West Lafayette	11/23/2020	Suspending a program
44	Bachelor of Arts in Learning Sciences	Purdue University West Lafayette	11/23/2020	Suspending a program
45	Post-baccalaureate Certificate in Smart Manufacturing Enterprise	Purdue University West Lafayette	11/23/2020	Adding a certificate

<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
46 Post-baccalaureate Certificate in Telemental Health Counseling	Purdue University West Lafayette	11/23/2020	Adding a certificate
47 Bachelor of Science in Transdisciplinary Studies in Technology	Purdue University West Lafayette	11/23/2020	Suspending a program
48 Bachelor of Science in Industrial Management	Purdue University West Lafayette	11/23/2020	Suspending a program
49 Bachelor of Science in Wood Science	Purdue University West Lafayette	11/23/2020	Suspending a program
50 Bachelor of Science/Bachelor of Science in Environmental Health in Environmental Health	Purdue University West Lafayette	11/23/2020	Suspending a program
51 Bachelor of Science in Athletic Training	Purdue University West Lafayette	11/23/2020	Suspending a program

COMMISSION FOR HIGHER EDUCATION

Thursday, December 10, 2020

INFORMATION ITEM C:

Media Coverage

Staff has selected a compilation of recent media coverage related to the Commission for the December meeting. Please see the following pages for details.

Indianapolis Business Journal
Education champion doesn't shy from tough challenges
Sam Stall
October 23, 2020

Over the decades, IBJ's Michael A. Carroll Award has become one of central Indiana's most coveted honors. Which makes Teresa Lubbers' reluctance to be considered for it somewhat unusual.

However, it's certainly not out of character. The commissioner of the Indiana Commission for Higher Education has held high-profile jobs for decades, yet seems entirely uninterested in receiving accolades for her decades of public and community service. So uninterested, in fact, that she actively discouraged her friends from nominating her for this award.

"It didn't seem becoming to me, to have a campaign in that way," Lubbers said. "The last time I actually campaigned for something, it was a real campaign for public office. This didn't feel the same."

In the end, it was her husband, Mark Lubbers, who threw his wife's hat in the ring.

"If there is something improper about nominating your spouse, I will have to beg forgiveness," he said.

And so it is that Teresa Lubbers, in recognition of her years of service as a community leader, state senator and Indiana's chief champion of higher education reform, is the 27th recipient of the Michael A. Carroll Award.

IBJ bestows the honor annually to a man or woman who has demonstrated the former deputy mayor's qualities of determination, humility and service. Carroll was among six people killed when two small planes collided over southern Marion County on Sept. 11, 1992.

Lubbers said receiving an award named after Carroll is particularly poignant, because he was a close friend who encouraged her to seek office for the first time.

Lubbers, now 69, grew up on the east side, where her father owned a car dealership. At the time, the area was solidly middle class, studded with gigantic Ford, RCA and Chrysler factories that gave their throngs of employees comfortable livings. But by the time Lubbers started college in 1969, that post-war dream world was already fraying at the edges, with manufacturing jobs either moving overseas or vanishing.

"In Warren Township at that time, there weren't a lot of rich people, but there was also a great opportunity to work hard and have a middle-class life," Lubbers said. "But through no fault of their own, that world changed.

"We're in the same situation today, with technology displacing people. That's what permeated my thoughts about the opportunities provided by education and the need to make sure that those opportunities are available to everybody."

In 1973, she got involved in education at the most grassroots level when, after graduating from Indiana University, she put in a year as an English teacher at Warren Central High School.

During her college days, she'd spent summers volunteering in then-Mayor Richard Lugar's office, and she joined his staff full time in 1974. Two years later, when Lugar won election to the U.S. Senate, Lubbers became his deputy press secretary and legislative assistant.

'Running hard'

Mitch Daniels, a former Lugar aide who went on to become Indiana's governor and is now president of Purdue University, remembers her service well.

After Lugar asked Daniels to organize his first Senate office, "Teresa was the first person I asked to join us," Daniels said. "She was the administrative leader of the office, but more importantly, she was its moral compass. Her values and integrity are so strong that a co-worker finds it impossible to cut a corner or bend a rule around her."

In the late 1980s, Lubbers co-founded with businesswoman Judy Singleton the Richard G. Lugar Excellence in Public Service Series, which works to prepare Republican women for elected and appointed government positions. Nearly 2,000 women have graduated from the program since the selection of the first class in 1990.

"Teresa and I met in 1988 and quickly learned that we both thought more women needed to be involved in public service," said Singleton, who became Lubbers' campaign manager after Lubbers decided to run for the Indiana Senate in 1991.

Lubbers took that plunge with the encouragement of Mike Carroll, with whom she worked in Lugar's office. He recommended she attempt to become the GOP's slated candidate in District 30, which straddled northern Marion and southern Hamilton counties.

She failed to get the party's nod, but Carroll pushed her to stay in the primary race against the party's anointed candidate, John C. Ruckelshaus, whom she handily defeated. The 30th district was heavily Republican, so her subsequent victory in the general election was a foregone conclusion.

"I remember when she was in her first parade after winning the seat, and she had to wave at people," Singleton said. "It made her very uncomfortable to be out there like that—so we had to work on waving."

Lubbers' triumphant entry into politics was scarred by tragedy. Shortly after her primary win, Carroll died in a plane crash. A couple of days later, she received a letter from him—likely the last he ever sent—that included a donation to her general campaign. She's kept it to this day.

"To me, it was a signal that I needed to keep running and running hard, which I did," Lubbers said.

The charter bill

That first electoral success led to a 17-year career in the Indiana Senate. Like all legislators, she dealt with every topic under the sun, but her specialties were education, economic development, and the relationship between the two. Especially during her tenure as chairwoman of the Senate Education and Career Development Committee.

Throughout her career, she championed giving K-12 schools more freedom in how they operated, while simultaneously holding them accountable for their performance.

The model at the time, she felt, looked too much like the factory system that was breaking down—giant learning centers stamping out graduates with little regard to what skills were actually needed to prosper in a new world.

“I was probably naive,” Lubbers said. “I believed early on that there was an opportunity for people to be innovative about education and that a delivery system that was tied to an old model, an industrial model of education, wasn’t necessarily the one that was going to serve us the best going forward.”

Former Senate Appropriations Chairman Luke Kenley, who spent a quarter-century in the Senate before retiring in 2017, said Lubbers displayed a deft touch winning over lawmakers.

“She’s a good consensus builder, but she’s a pusher, too,” he said. “The art of building a consensus wasn’t a passive instrument in her hands. She’s going to push it until you get somewhere.”

It took seven years of pushing to move education-reform legislation through the Statehouse. Lubbers served as the bill’s sponsor when it finally passed in 2001.

The measure created one of the state’s most expansive charter school programs. It gave state colleges and universities and the mayor of Indianapolis the authority to sponsor charter schools, which are independently operated public schools freed from many of the rules traditional districts must follow. At the time, Milwaukee was the only city in the country whose mayor had similar authority.

Coalition-building

Education-reform advocate David Harris, who served as Mayor Bart Peterson’s charter schools director, said he marvels at how Lubbers was able to overcome powerful opposition from education forces in her own party to get the bill passed.

“I’ve said many times that Teresa is Indiana’s best legislator of the last 20 years—and I’m a Democrat. Many politicians do little with their time in office. Teresa was worth her weight in gold,” said Harris, who went on to co-found the Indianapolis-based education-reform group The Mind Trust and is now a partner at The City Fund, a national education-reform organization.

Recalling the struggle to win passage, Lubbers said, “We made some compromises along the way, which you always have to do. I learned early on that you have to be willing to sacrifice the perfect for the good. The bill that finally passed didn’t look exactly like the bill I envisioned, but it looked pretty much like the bill I wanted it to be.”

It’s a testament to Lubbers’ coalition-building skills that the legislation was signed into law by Democratic Gov. Frank O’Bannon, and that one of her greatest allies was Indianapolis’ Democratic mayor, Bart Peterson.

“I worked, as mayor of Indianapolis, to support her bill through two legislative sessions,” said Peterson, now CEO of Christel House International, which operates charter schools in high-poverty areas.

“It was her idea to give authority to the Indianapolis mayor to grant charters to charter schools, which revolutionized the education landscape in Indiana.”

It certainly has in Indianapolis, where, according to Harris, more than half of the children in the footprint of Indianapolis Public Schools now attend autonomous, not-for-profit public institutions, almost all of them charter schools.

Reforming higher ed

In 2009, Lubbers resigned from the Senate to accept Daniels’ appointment to lead the Indiana Commission for Higher Education, the coordinating agency charged with ensuring the state’s post-secondary education system meets the needs of students and the state.

The new role dovetailed with her education emphasis in the Senate.

“The enduring commitments I’ve had throughout my life are education and economic development and the relationship between the two,” she said. “I thought, what better way to do this than to be able to get up every day and spend all of my time and experience on an issue that I think is a game-changer for Indiana—workforce preparation?”

During her years at the commission, Lubbers believes her greatest achievements have involved “flipping the focus of higher education from institutions to individuals.”

“We put the learner at the center of the higher education ecosystem and then figure out how to serve that individual,” Lubbers said.

The commission’s audacious goal is for 60% of Indiana residents to possess a quality post-high-school credential. The figure now is just 43%.

“There’s no way we can get to that number, even though we’ve made about a 10% improvement since 2008,” Lubbers said. “Not without bringing more adults back into the system to pick up credentials.

“I think our two biggest challenges are making sure that minorities and low-income students have an opportunity to attend and complete college, and that we bring more adults back to get the skills they need in a changing economy.”

Lubbers has no plans to give up on this goal, or to retire as commissioner anytime soon.

“Recently, I asked her if and when she would retire, and she said that, as long as she loved what she did, she was in no hurry,” Peterson said. “I think that’s defined her—an adult life spent almost entirely on public service. And she has loved every minute of it.”

Lubbers said there’s always more to accomplish. “If you make big changes but can’t sustain them, then they’ll be fleeting. What I hope is that we’ve instituted positive changes that don’t go away when we go away,” she said.

“For most of us, no one’s going to remember who we were, but hopefully something we did will be important enough to be memorable.”

Inside Indiana Business
Workforce Cabinet Launches Updated Web Tool
Wes Mills
November 22, 2020

Hoosiers have another digital tool to help them advance their careers. The Governor's Workforce Cabinet has launched online resource YourNextStepIN.org.

The website is a central resource hub that allows users to connect with tools to take their next step to education and training or to a new job.

"By making it easier to navigate the state's education and career resources, the Cabinet seeks to increase individual's access, awareness and usage of the support available in Indiana for Hoosiers to pursue education and training beyond high school," said Governor's Workforce Cabinet Executive Director P.J. McGrew.

The digital resource is a part of the broader Your Next Step campaign which is part of Indiana's efforts to reach its goal of having at least 60% of Hoosiers with quality education or training beyond high school by 2025.

An initial version of the Your Next Step site was launched in early June as part of Indiana's "Rapid Recovery for a Better Future" initiative.

Public News Service
Report details key skills needed to earn more at work
November 28, 2020

High-earning careers take more than a degree, according to a new report.

The Georgetown University Center on Education and the Workforce has compiled a list of in-demand skills and abilities, and found that communication skills are the most valuable across all industries. The report said these can boost wages as much as 20%. Other important skills include teamwork, sales and customer service, and problem solving and complex thinking.

Charlee Beasor, communications director for the Indiana Commission for Higher Education, said the report is especially timely, because the pandemic is reshaping the labor market.

"Anything that students, learners, employees can do to make sure that they have the skills that are being sought by employers is just going to help them as they continue to re-skill and up-skill and change for an evolving economy," she said.

Researchers looked at 120 knowledge areas, skills and abilities, using the Occupational Information Network database, which includes the competencies needed for more than 1,000 occupations. The report authors noted each occupation requires a specific combination of these skills in order to pay off.

Beasor said Indiana launched a strategic plan for higher education at the beginning of 2020. One of the key metrics they're analyzing is how well institutions are preparing students for work.

“We’re actually currently working on an audit of all of Indiana’s academic programs,” she said, “to find out how many really have the opportunities ‘baked in’ for work-based learning and career relevance.”

While skills such as leadership led to higher earnings, the report also found a decline in the need for physical abilities. But Indiana’s economy is diverse, and Beasor said the state still is focused on preparing people for work in industries such as manufacturing. One avenue for that is apprenticeships.

“The most important thing,” she said, “is really the connection between education and employers.” The commission says the plan will address issues including demographic and enrollment patterns, financial pressures, and workforce needs, while being mindful of a return on investment for students and the state.

WISH-TV
Partnership to help dual credit teachers obtain credentials
Mary Willkom
October 22, 2020

The Center of Excellence in Leadership of Learning at the University of Indianapolis is partnering with the Indiana Higher Learning Commission (HLC) and Carmel-based nonprofit INvestEd to help meet the need for qualified teachers to deliver dual-credit coursework in K-12 schools. Teach Dual Credit Indiana intends to help ensure that Indiana high school teachers are equipped and qualified to teach dual credit courses.

INvestEd is providing a \$3 million grant for Hoosier teachers to earn the required credits, up to 18 in total.

Beginning in September 2023, high school educators who teach dual credit courses are required to have a master’s degree and at least 18 credit hours of instruction in the subject they teach. The credentialing rules were put into place by HLC. Earlier this year, a one-year extension was granted from HLC for Indiana teachers to meet the requirements.

The university says the grant could fully qualify between 200 and 700 teachers. There are currently more than 560 Indiana teachers who have master’s degrees but lack the 18 hours.

“Ensuring student success in post-secondary endeavors, particularly when those are collegiate aspirations, has been central to our Early College and STEM Teach work,” said Carey Dahncke, executive director of the UIndy Center of Excellence in Leadership of Learning (CELL). “With the looming shortage of qualified teachers to deliver dual credit course work in Indiana’s K-12 schools – Teach Dual Credit Indiana is desperately needed. Soon teachers across the state will have access to graduate education opportunities at a wide range of Hoosier universities to ensure we have enough secondary teachers that meet the Higher Learning Commission’s requirements for teaching dual credit courses in Indiana’s high schools.”

The university says CELL will administer the program, which includes providing funding to postsecondary institutions for tuition and books for teachers seeking to fulfill dual credit credentialing requirements.

“Hoosier students who have the opportunity to take dual credit courses in high school go to college at higher rates are more likely to succeed in college and to graduate on time, saving students and families time and money,” said Indiana Commissioner for Higher Education Teresa Lubbers. “Ensuring all students in Indiana have access to dual credit courses taught by credentialed teachers can also help close the state’s educational opportunity gaps, as the benefits of dual credit are seen across all races, ethnicities and socioeconomic statuses.”

CELL is encouraging post-secondary institutions to submit proposals to offer courses through Teach Dual Credit Indiana. The university says tuition for courses, books and materials will be provided at no cost to dual credit teachers employed at Indiana public, charter and accredited private schools.

The university says courses will be offered in the winter, spring and summer of 2021.

WFYI
Indiana Is Working Overtime To Tell You About Next Level Jobs
Justin Hicks
November 18, 2020

The Indiana Commission for Higher Education is recommending raising public college tuition and fees by no more than 1.65 percent each year until 2021.

Historic spikes in unemployed workers has been one of the biggest stories to come out of the pandemic. Indiana was no exception to the trend. In response it’s doubled down on a program that helps workers not just recover their jobs, but maybe even get a better one. The state is now enlisting the help of community leaders to reach people who could benefit from the program most.

Helping build the template for the state's community outreach is Pastor Terry Webster of Nu Corinthian Baptist Church in Indianapolis. Each weekend in October, he welcomed people, waiting in long lines of cars, to a USDA-sponsored food distribution. Brandishing a megaphone, he’s also sure to point out, they have more than just food.

"[There's] career development from the governor’s office," he shouts through the megaphone. "They’ll tell you about \$25 an hour jobs. They’ll tell you how to get connected."

While people get boxes of food placed in their backseats, people from Indiana’s Office of Career Connections and Talent and Ivy Tech stand ready to tell people about Next Level Jobs, a state-funded program that pays for job training.

Next Level Jobs consists of two grant programs. Employer Training Grants are given to companies that have costs associated with training existing employees. The other, Workforce Ready Grants, are meant for Hoosiers who need a certification to get a job in a field the state deems as being in "high demand."

It’s existed for more than three years now, but Webster said with massive job losses due to the pandemic, people at his church need programs that connect them to job opportunities more than ever. So they’re trying something new. He called some connections and got leaders in workforce development to come out and spread the word.

"I'm hearing 'Where do I find hope?' 'Where do I find a job?'" Webster said. "A lot of businesses are not coming back. They are gone. So it leaves a level of apprehension."

Chris Lowery, senior vice president for workforce alignment at Ivy Tech, helped staff the information booth one weekend in early October. He said it's kind of a big experiment to figure out how they can reach people where they already are.

"Various of us here today, we know about Next Level, got all that in my head, employer training grants, workforce ready grants, what the programs are, how it's covered, this that and the other – [but] not enough people know," he said. "Not enough people know."

Since Next Level Jobs launched in 2017, almost 18,000 people have completed a job certification program eligible for the state's Workforce Ready Grant. And this fall alone, close to 6,000 Hoosiers enrolled in training programs for the first time at Ivy Tech campuses statewide where they could get the state to pay for the fees.

A lot of that is thanks to the state opening up eligibility for the grant to more people during the pandemic. Agencies like the Department of Workforce Development have also worked to target people on unemployment benefits to get information about Next Level Jobs.

But Lowery said in-person outreach, at places like food pantries and churches, can help reach some people that could use help the most. That's especially important when considering research from the National Skills Coalition suggests many workers coming out of fields like manufacturing and construction have little to no digital skills.

"We've got to do more of this," Lowery said, about in-person outreach. "The people doing the marketing and advertising stuff, they're great ... but we've just got to reach more people."

National job recovery has lagged the most in communities of color and data from enrollments in the Next Level Job Workforce Ready Grant last year show that Black men are overrepresented in the programs. That may mean they find the training more useful than other demographic groups.

Pastor Webster said that as a Black man, well-known and respected in his community, he might even be more effective at delivering information about Next Level Jobs than a stranger representing a government agency.

"I can say some things to my congregation and my culture that others can't say," Webster said. "All I ask for amongst my congregation, amongst my community, amongst African Americans ... is a fair chance at going and competing for a \$21 an hour job."

One of those people in his church looking to compete for a job is Tela Ruth. She was laid off before the pandemic, and hasn't found a job since.

"The job market has really changed since I looked for a job 37 years ago," Ruth said. "So I know there are some skills that I need to enhance."

Ruth said she knows she'll need to learn how to use Microsoft Office. But she didn't know that one of the two programs under Next Level Jobs would pay for her to learn those skills until stopping at the information booth. Now that she knows about it, she said she'll definitely take advantage of it.

Blair Milo, secretary of Career Connections and Talent, said by November they hope to have a bit of a formula that can be copied and pasted by other community leaders around the state who want to connect Hoosiers to jobs that suit them.

"[We'll learn] things that we want to keep doing, things that we don't want to keep doing and who else we want to maybe bring to these experiences and go from there," she said.

COMMISSION FOR HIGHER EDUCATION

Thursday, December 10, 2020

INFORMATION ITEM D:

Upcoming Meetings of the Commission

Background

The Commission presents its schedule of meetings twice a year. As it considers the upcoming schedule each six months, the previous schedule is presented and an additional six months is added. This semiannual process permits publication well in advance of the meeting dates as a convenience to all interested parties.

January 2021	-
February 11, 2021	<i>Virtual Meeting</i>
March 11, 2021	Ivy Tech Community College, Noblesville
April 9, 2021	<i>Virtual H. Kent Weldon Conference</i>
May 11, 2021	Commission office, Indianapolis
June 10, 2021	Indiana University South Bend
July 2021	-
August 12, 2021	Purdue University Northwest, Hammond
September 9, 2021	Vincennes University, Vincennes
October 14, 2021	Indiana University East, Richmond
November 2021	-
December 9, 2021	Ivy Tech Community College, Indianapolis

Commission meeting dates and locations are subject to change. Schedule alternations will be made available at www.che.in.gov. The Commission for Higher Education abides by the Indiana Open Door Law (IC 5-14-1.5). All meetings are open to the public.